



Race to the Top - District

Technical Review Form

Application #0418FL-1 for Florida Virtual School

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
<p>(A)(1) Reviewer Comments:</p> <ul style="list-style-type: none"> The vision put forth in this application provides a comprehensive and coherent vision. The application provides detailed information to support meeting 3 of the 4 core assurance areas. While information is provided about the number of students enrolled that are minority and low performing as well as the fact that Virtual Learning Labs are in districts with this demographic, no information is provided about what percent of the eligible population in these subgroups has access. While it appears that enrollment among these groups has increased. It is not clear to this reader that there is a clear plan about how to significantly enroll these students. The plan addresses the need for acceleration and deepening student learning in ways that appear likely to yield the desired results for children. The vision is grounded in a system of online learning that has the potential to personalize learning for all students who participate. Previous success seems to support this idea. The adaptations being made around motivation increases the possibility of success with new students. 		
(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <ul style="list-style-type: none"> The planners will use the current students as participants in this project. The information provided shows that the planners meet the eligibility requirement around student subgroups. No list of schools is provided, given the nature of the LEA as drawing from many other places. It is noted that the LEA draws from all 315 counties in Florida. In another section there is a statement that they hope to expand into the counties that are not yet engaged. This is a contradiction and gives pause about scale up. Information was provided to show the total number of students participating and to show the LEA's involvement with the largest districts in the state. 		
(A)(3) LEA-wide reform & change (10 points)	10	5
<p>(A)(3) Reviewer Comments:</p> <ul style="list-style-type: none"> The theory of change has internal coherence. It is based on 15 years of experience using online learning to customize learning for students. The plan for customizing learning for students so that they can go deeper is sound and of high quality. The application notes that detailed plans will be made for scale up within Florida and beyond. The contradiction mention in my comments in A(2) raises a concern about how the planners will approach scale up. No information was given about how the planners might approach expansion. 		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	6
<p>(A)(4) Reviewer Comments:</p> <ul style="list-style-type: none"> The vision that is laid out in the application is likely to result in improved student learning and performance. The expansion of the curriculum content will deepen student learning. The attention to individual student interest increases the likelihood that students will engage in the learning process with support from the facilitator and teacher. Data supports the claim of increasing achievement for students. In reading and math the participating students 		

exceeded the state averages on the FCAT 2.0. Data was provided to show that students passed the AP exam with a 3 or higher in most subjects at high rates. This demonstrated the ability to have students college ready.

- The goals are achievable. They don't seem ambitious when it comes two underserved students.
- The data given is lower than the state averages for students in several subgroups. The projection for making a significant dent in the achievement gap does not show promise until 2015-2016.
- It is very likely that the graduation rate will increase to equal the State target of 92% in 2017-2018. This plan intends to achieve that rate in 2015-2016.
- The data provided for students in priority schools taking AP exams show them passing with a 3 at a lower rate than the overall rate. No comment is made about how this gap will be closed.
- The possibility is there that the plan could increase equity, but no information was provided about how the planners will make a deeper reach into underserved populations.
- This plan is highly likely to increase college enrollment rates based on having the number of credits needed. This reviewer did not see information on how to shift the culture of the school community to have a college going attitude.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10
(B)(1) Reviewer Comments:		
<ul style="list-style-type: none"> • The planners have provided evidence of success with advancing student learning. Given the nature of the organization as an online learning center, four years of FCAT 2.0 data for the participating students has not been tracked. Data has been provided to show past success with students completing the courses they have taken. A chart comparing FLVS success with end of course passage on the state required algebra exam shows full-time students passing above the rate for the state in 2012 by 4%. A similar difference is seen for full time students in geometry. There was significant difference in the rate of students surpassing the state average in biology (13%) • Though charts were provided to show that students who took at least one FLVS course exceeded the pass percentage in math and reading several years, no data was shown to indicate if the courses taken were related to math or reading. • The data is not sufficient to show that they have closed the achievement gaps. They have demonstrated success in working with students in some underserved groups. Their plan includes improving their curriculum by partnering with another group to improve their work with English Language Learners. The partner has a proven track record in this area, which makes success likely. They are also working to incorporate tools for working with students with Special Needs. The strategies that are mentioned are appropriate for this population of students. • Data about graduation rates and college enrollment has not been tracked in the past. The project will develop a new information system that will link with districts of participating students. This will enable the track of graduation rates and college enrollment. The strategies being used should yield increases in the graduation rate. • The student dashboard will provide an individual profile of the student's progress toward mastery. It will be available to students, families, and educators 24/7. • It was not clear what special efforts will be taken for working with low achieving schools or students. 		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
(B)(2) Reviewer Comments:		
<ul style="list-style-type: none"> • The planners provided sufficient evidence to show that the LEA has a high level of transparency in the making public the required processes,, practices, and investments. The four areas of expenditures are provided on their website and in an annual report. A screen shot of the website was included in the application. 		
(B)(3) State context for implementation (10 points)	10	10
(B)(3) Reviewer Comments:		
<ul style="list-style-type: none"> • The planners provided a copy of the MOU from the State Commissioner of Education that gives them the requisite 		

conditions and autonomy under State legal, statutory, and regulatory requirements to implement personalized learning as explained in their vision. The LEA has a Board recognized by the State that has oversight of the organization.

(B)(4) Stakeholder engagement and support (10 points)

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(B)(4) Reviewer Comments:

- Evidence was provided to show that the planners had meaningful engagement with a variety of stakeholders. There is a significant number of letters of support. They also demonstrated that stakeholder feedback was used to revise the current plan and will be used to make appropriate adaptations throughout the grant.
- Supportive comments were provided by the state. There were no requests for revisions..
- The application does contain the signature of the mayor of the city in which the applicant's offices are located.
- All teachers were provided the opportunity for feedback. 184 out of 1000 teachers actually working for FLVS provided. It is not clear if these are the only teachers who will be participating. There is no collective bargaining unit.

(B)(5) Analysis of needs and gaps (5 points)

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(B)(5) Reviewer Comments:

- The applicant provided a high quality analysis of its current status. The analysis is supported by an evaluation done by SRI in one of the major districts. Recommendations from that report are included in the plan.
- A detailed chart is presented that describes the needs with a rationale and the actions to be taken. The plan is reasonable and supports the vision that has been put forward.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	20
<p>(C)(1) Reviewer Comments:</p> <ul style="list-style-type: none"> • This application is centered in a high quality plan for improving learning and teaching by customizing the learning process for each participating student so that he/she will be both college and career ready. The new curriculum that is being proposed will consist of learning capsules that are grounded in the CCSS and the Florida Postsecondary Readiness Standards. By engaging each student in a "getting to know you" assessment at the beginning of his/her participation, the likelihood of drawing students into the learning process is increased. Because content area teachers and an online learning facilitator are available, each student can use instructional strategies that fit his/her interests and learning needs. This will increase the likelihood of student engagement and will provide students with the information needed to plan and adjust their own learning goals. Further the newly designed platform will give students frequent evidence that demonstrates that what they are learning is connected to their own goals. The student assessment and reporting system enables the student, educators, and parents to track the student's progress to ensure that he/she is on target for graduation and to enter college or begin a career. • Given that the new learning capsules will address the 21st Century Learning Standards they should introduce students to diverse cultures, contexts, and perspectives. The applicants have stated their commitment to this key aspect of learning. They noted that they will be partnering with an expert on working with English Language Learners. Built into the curriculum is the opportunity for students to work with each other and encounter different perspectives. Students, educators, and families will have many opportunities to give feedback on the learning capsules and other tools. These strategies are appropriate for expanding the diversity within the curriculum. • Attention is being given to the development of the habits of mind that are contained in the 21st Century Skills Standards. • There are a set of strategies (courses, labs with facilitators, webinars that enable collaboration) that support a specific learning progression for each student that will lead to mastery enabling him/her to achieve stated goals and graduate college and career ready. • Each student will have an "individual dashboard" that is customizable and contains his/her individual profile, progress, cohort availability, and possibly courses need to stay on track. This enables students, educators, and families to monitor progress along the way and to connect with other students when desired. The information on the dashboard will be frequently updated 		

The grant will deepen and expand the content that is in the learning capsules to ensure that the curriculum will be high quality for each child.

- The personalized learning will be pegged to the student's learning needs. The learning capsules will be recalculated based on the progress the student is making and will provide information to show the student if he/she is making the desired progress.
- The planning team is working with Special Education Specialists to be sure that they are including a variety of entry points for students and that they are providing content that will prepare all students for college and career readiness.
- The planners outlined a number of resources and strategies they will use to provide training and support to students and their families on how to use the tools to enhance their learning. An important strategy being used to make sure that interaction happens with families is the requirement for educators meet with families. This requirement is a part of the evaluation process.

(C)(2) Teaching and Leading (20 points)

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(C)(2) Reviewer Comments:

- The plan is of high quality with a rigorous course of study aligned to college and career readiness. The applicants presented multiple pathways for students to engage with FLVS Flex so that they can master the individualized curriculum that will prepare them for college and career. The learning capsules will be designed to engage students in deep learning. The student's personalized dashboard provides information that allows him/her to accelerate learning, if desired.
- This way of approaching learning and teaching will be supported by a staff of highly qualified teachers and VLL facilitators. All educators in this LEA will have significant training in using the personalized curriculum.. All new hires go through an initial training that lasts a year to introduce them to this approach to teaching and leading. Like the students the teachers and leaders are appropriately required to have a learning plan for their development. The training is extensive and calls on educators to collaborate to improve their practice. The training supports educators in learning to support students in moving through their course work at a pace that allows for mastery. It assists them in becoming adept at adapting the instruction so that students can engage as individuals or in groups, depending on the student's needs.
- The students' individual dashboards, containing students' data about progress toward mastery, Data is readily available to educators so that they can guide students in the learning process. There is a feedback loop in the curriculum that allows students to give feedback about the tools.
- Each of the "schoolhouses" and VLL have leaders and teams that are trained around operations to provide the customized learning environment for students academic needs to be met. Detailed information was shared to show that the training available to educators. The "Learning System Hierarchy and Progression" is comprehensive for both teachers and leaders.
- Teachers and leaders are evaluated yearly. Each person has a performance plan with clear metrics. The "local Schoolhouse" is monitored monthly as a way to ensure that members are moving toward the same goal. This approach is a reasonable way to provide needed feedback to educators as they work toward continuous improvement in their practice as individuals and as a group.
- The applicant has a reasonable plan to ensure that its current "schoolhouses" are comprised of effective teachers. Given that the applicants have not provided information about scaling beyond the current students, it is difficult to know how they plan to increase the number of students or connect to hard to staff schools, subjects, or specialty areas.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

(D)(1) Reviewer Comments:

- The applicant has a high-quality plan that is innovative and will support project implementation through comprehensive policies and infrastructure to support all students and educators with the resources when needed.
- The LEA functions, structure and roles that were described in the application present a comprehensive picture of how personalized learning will be supported.
- The applicants specified the places that school leadership teams will have flexibility and autonomy of certain practices and policies.
- The entire project is grounded in demonstrated mastery. This approach is unique in the way it will personalize learning

across the state of FL The curriculum is aptly designed for each students to progress toward mastery at his/her own pace, regardless of age and beginning skill level.

- The internal coherence of the curriculum is described in a way that convinces this reviewer that the learning capsules will be adaptable and accessible as the student moves through them. Further, students have access to teachers and facilitators who can assist them in adapting resources.

(D)(2) LEA and school infrastructure (10 points)	10	8
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(D)(2) Reviewer Comments:

- The applicant has a high-quality plan that is innovative and will support project implementation through comprehensive policies and infrastructure to support all students and educators with the resources when needed.
- The plan has put forward a reasonable plan to ensure that all students, educators, and families, regardless of income will have accessible to the necessary tools, etc in and out of school. There is 24/7 course access to the software and educators. The FLVS.net site and the myFLVS Help Center will make this possible as well. A screen shot of the website was in the application and the content of the various tabs was explained.
- All stakeholders are given 5 options for ways to garner technical support when needed. The options are appropriate ways to receive needed support in a timely way.
- At the current time there is an easy way for parents and students to access and export information from the digital system into a PDF format. Educators can access other formats. The planners' intent to expand the formats that students and families can use is wise.
- While data is easily accessible, no information was provided about whether there is an interoperable system.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments:		
<ul style="list-style-type: none"> • The high quality plan presented in this application has a comprehensive and rigorous approach that invites students, educators, and families to provide feedback that will assist the leadership in making necessary adjustments. The process has a built in monitoring mechanism and students and families use the online service that will provide a wealth of information to inform changes. The use of the Balanced Score card is an appropriate tool to gather information to monitor progress and make adjustments when necessary. Three of the four cards related to student achievement. Further the oversight team and local "schoolhouse" leadership team is qualified to track its own progress. • The use of the LEA website is a reasonable place to share the results of the Balance Scorecard and other measures of progress. 		
(E)(2) Ongoing communication and engagement (5 points)	5	5
(E)(2) Reviewer Comments:		
<ul style="list-style-type: none"> • The strategies used for ongoing communication and engagement are extensive. There are a variety of options for stakeholders, internal and external to stay current with changes in the plan. • The communication is two-way. The mechanisms available to be in contact with the Central staff and local "schoolhouse" are feasible for all stakeholders. 		
(E)(3) Performance measures (5 points)	5	2
(E)(3) Reviewer Comments:		
<ul style="list-style-type: none"> • Performance measures with targets are provided. Too few of the measures are about student learning. There are several about the number of students who take courses. The measures are not ambitious. No significant bump in achievement is expected to happen until 2015. • A comment is made that performance measures will be adjusted once the baseline data is in for 2011-2012 and 2012-2013. No information is given about the process to be used. 		

- This reviewer did not see an explanation of how the measures will be reviewed and adjusted over time.

(E)(4) Evaluating effectiveness of investments (5 points)

5

5

(E)(4) Reviewer Comments:

- The use of the Balanced Score Card is an effective way to evaluate the effectiveness of the RTT-district funded activities. The Balanced Scorecard incorporates an evaluation of the activities associated with the RTT project. Each project will have a team assigned to monitor progress as a part of the Balanced Scorecard. The Grant Manager will have oversight of the Balanced Scorecard activities and report to the District Executive Team.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	7
(F)(1) Reviewer Comments: <ul style="list-style-type: none"> • While the budget was appropriately detailed, it was not clear what money beyond the district and RTT would support this project. • The budget is reasonable and sufficient and matches the various phasing of the different projects. • Though there was a thoughtful rationale for the use of funds, there were few items listed as one time investments. Though it was noted that the majority of money will go to one time investments. That was not substantiated in the chart or the narrative. A goodly amount of the budget is in personnel. • The plan for sustainability wasn't clear. New people are added to payroll through this grant. The applicants said that the LEA would commit funds for activity after the grant expires. The level of commitment did not seem realistic. 		
(F)(2) Sustainability of project goals (10 points)	10	4
(F)(2) Reviewer Comments: <ul style="list-style-type: none"> • The sustainability plan is insufficient. The LEA receives money based on students completing a course. The plan assumes that there will be a significant increase in student enrollment and students completing the course. The data on student completion earlier in the document does not support this assumption. This reviewer did not see a detailed plan of how FLVS FLEX will recruit new districts to become partners or students to join up. 		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	5
Competitive Preference Priority Reviewer Comments: <ul style="list-style-type: none"> • The vision explicated in this plan provides for a partnership with Mawi Learning to develop a leadership program for English Language Learners. Data was provided that this program has a proven track record of success with supports for social, emotional, and behavioral learning for ELL. It is important to note that is only focused on Spanish speakers. No comment was made on when adjustments would be made for other languages. The partnership is highly likely to improve outcomes for the participating ELL students. • Important and Achievable outcomes were put forward for ELL students that were both educational and habits of mind. • This reader did not see inclusion of resources or tools to assist students who are not a part of the ELL student population. No measures were put forward for the aggregate of all students in the LEA. • Data will be used to target improving results for students who are ELLs. Nothing was said about targets for other students as a result of this partnership. • The partnership is designed for integrating education and other needs of ELL students. One of the outcomes to be measured is better communication between educators and families. This will support improving academic and 		

psychosocial outcomes for students.

- The LEA will build the capacity of staff to assess the needs and assets of school and community related to project goals through professional development with Mawi and the FLVS Board.
- The new learning capsules and progression of learning system will provided information for teachers on students' needs, interests, and assets as they relate to the child's learning needs. The teacher and leader evaluation system will give regular feedback along with feedback from students and families. Teams in the "Schoolhouse" will serve as peer coaches for each other.
- Educators are required to have regular meaningful interactions with families of participating students as a part of the teacher evaluation system. Families will give regular feedback about how things are moving forward. That will be considered in the teachers' evaluations.
- Teachers will receive regular feedback about each child's progress through the dashboard. The "Schoolhouse" teams will review data about students' progress toward mastery. This will also be looked at by the Oversight Board at the LEA level.

Desired results were put forward. They were not specific. No performance measures were stated

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

- The foundational principle of this grant is personalized learning. Evidence was provided that the expanded learning capsules will engage students and draw them in to work toward goals they have set for themselves. If a student chooses to accelerate his/her learning or if a teacher wants to push a student in that way, the system is designed to respond with the appropriate materials. The curriculum is designed to learn about the academic needs of each student and respond in a fitting way.
- Sufficient evidence was provided to see that educators will be supported, individually and as a group, to improve their practice over time.
- The ability to have 24/7 access to courses and to the student dashboard is an innovative way to have students build credits toward graduating college and career ready.
- The one place that a concern arose is how the planners will increase the participation of students from the high priority populations.
- Overall this is a plan that has promise.

Total	210	170
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Race to the Top - District

Technical Review Form

Application #0418FL-2 for Florida Virtual School

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7

(A)(1) Reviewer Comments:

Strengths:

The applicant's proposal is supported by an extensive and coherent reform vision that builds on its work in three out of four core educational assurance areas (as defined in this notice).

- Structured, sequential educational delivery plan
 - Personalized student information (obtained through series of assessments) used as guide to matching student and standards-based content
 - Delivery of a mastery-based education that leverages student's prior knowledge, innate skills, and interests to create optimal personalized course
 - Delivering and linking learning capsules based upon Common Core Standards and the State Postsecondary Readiness Standards
 - Ongoing revisions, creations, and evaluations by both students and teachers via feedback system
- Developing a complex data system
 - Tracks student mastery of discrete standards, moves student learning to continuously high levels, measures student growth and success and facilitate process
 - Allows teachers and leaders to individualize methods of instruction and leadership
- Providing students with blended learning environment
 - Allows students to self-check for mastery
 - Multimodal means for teachers to monitor student achievement (discussion-based assessments, webinars, and provide feedback)
- Intent to transform statewide public education through development and implementation of new digital learning platform
 - Partnering with company experienced with consulting with technology-based companies and institutions to leverage existing technologies to improve content management systems
- ALL highly qualified (professionally certified and teaching in-field) teachers
- Districtwide Professional Learning Plan

The applicant's proposal articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests, and presents sources to justify the identified vision.

- Access to all levels of material in repository regardless of age or grade level, with intent to increase equity for all learners
- Access to highly qualified teachers and high-quality courses, regardless of student location in the state
- Evaluating student achievement via formative and summative feedback, reviews, and practice opportunities
- Trained facilitators
 - Function as learning coaches, supporting students
 - Motivate students and coordinate purposeful communication for students, parents, administrators, and teachers
- Create a new policy framework grounded in common and individual tasks across academic disciplines and grade levels
 - Outlined specific grant activities to drive development and implementation

Weaknesses:

The applicant's proposal is not supported by an extensive and coherent reform vision that builds on its work in all four core educational assurance areas (as defined in this notice).

- Does not present a vision that includes turning around lowest achieving schools.

Rating and Rationale: The overall quality of the applicant's response falls in the high medium range. While the applicant presents clear and convincing evidence of a reform vision that extensively builds on its work in three core educational assurance areas, evidence to support a vision focused on ALL areas is lacking.

(A)(2) Applicant's approach to implementation (10 points)	10	6
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(A)(2) Reviewer Comments:

The applicant does not provide clear evidence of a description of the process that it used or will use to select schools to participate. The applicant presents information related to total number of Virtual Learning Labs (VLLs) in state and intent to seek out additional VLL opportunities only.

The applicant describes how it meets the competition's eligibility requirements.

- Individual LEA from one of the 50 States
- Applicant serves 26, 114 students
- At least 40% of student population receiving free and reduced lunch
 - Data stored within virtual system
- Signed assurance

The applicant presents evidence in the form of a list of the schools that will participate in grant activities.

- Virtual Learning Labs middle school
- Virtual Learning Labs high school

The applicant presents a comprehensive list of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice).

- Number of participating students by grade level and total number of participating students
- Total estimate number of participating students from low-income families
 - Estimated percent of participating students close to half (48.04%)
- Estimate of participating students from low-income families
- Number of participating high needs students
- Number of participating educators
 - Some teach both middle and high school courses, included in both counts

Rating and Rationale: The overall quality of the applicant's response falls in the medium range. The applicant presents evidence of a list of the schools that will participate in grant activities and data regarding participating students and participating educators. However, the applicant does not provide a description of the process that the applicant used or will use to select schools to participate.

(A)(3) LEA-wide reform & change (10 points)

10

4

(A)(3) Reviewer Comments:

Strengths:

The applicant documents evidence of a plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice).

- Program course content offered free to all student residents in the state
 - Potential for significant impact due to access
- Intent to serve as industry expert in digital content to assist "brick and mortar" schools desiring to implement blended-learning models
 - Training sessions and webinars for interested schools by District Relations Managers
 - Develop professional learning program focused exclusively on proposed program
 - Out-of-state sales arm to offer program to schools across globe
- Use of grant funds to assist schools with implementing personalized learning models
- Collaborate with partners to establish state expansion plan
 - Seek out opportunities to to expand into counties not currently served
 - Expanding access to courses based on the Common Core Standards and state Post Secondary Readiness standards

The applicant documents some evidence of a plan describing how the reform proposal will help the applicant reach its outcome goals.

- Inform and improve for mass implementation through evaluation of defined performance measurements
- Use lessons learned by state initiative to offer program internationally, with smooth transition into personalized learning
- Presents evidence of a tentative timeline for scalability
 - Proposed four years of evaluation, extending beyond life of grant
 - Proposed implementation of international expansion three years after grant funding ends

Weaknesses:

The applicant documents limited and vague information regarding how the reform proposal will help the applicant reach its outcome goals.

- Describes challenges with sharing of student summative assessment information
 - Often does not receive reports districts typically use to measure student achievement
- Considers improved data systems for accountability an essential need for alignment of accountability measures with other district and state accountability measures
- But does not present a plan describing HOW it will increase accountability measures for participating students beginning in years during which grant funding is received
- Tentative timeline for scalability provides first program evaluation, in year four, the final year of the grant and three years after start of program
- Does not document how "brick and mortar" schools will be notified of offerings, services.
- Does not discuss proposed specific evaluation procedures to inform and improve proposed plan for mass implementation

Rating and Rationale: The overall quality of the applicant's response falls in the low medium range. The applicant presents evidence of how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools. The applicant does not provide clear and convincing evidence of how the reform proposal will help the applicant reach its outcome goals.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	5
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(A)(4) Reviewer Comments:

Strengths:

The applicant presents evidence of achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup.

- Presents evidence of summative assessments being used and methodology for determining proficiency status
 - State reading and math achievement test; End of Course Exams for Algebra 1, Geometry, and Biology; and Advanced Placement Subject Area Exam
- Evidence of a steady, feasible progression in reading and math proficiency within each subgroup
 - Proposes .5-4% increases within subgroups for reading
 - Proposes .5-10% increases within subgroups for math
 - Overall 1% increase across subgroups for reading
 - Overall 4% increase across subgroups for math
 - Overall 1% increase across subgroups for Algebra 1
 - Overall 1% increase across subgroups for Biology
 - Overall .5 % increase across subgroups for qualifying score on an Advanced Placement Subject Area Exam
- Presents evidence of specific methodology for determining achievement gap (as defined in this notice)
 - Formula presented
 - Goals guided by state's education strategic plan
 - Goal more ambitious than state's for American Indian subgroup
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- Presents evidence of modest, achievable high school graduation rate by subgroups
 - Calculation of goals based on statewide graduation rates
 - 4-6 % increase for standard diploma
 - 4% increase for standard special and 5-year diploma
 - Includes one year data post-grant
- Presents evidence of modest, achievable college enrollment data
 - Presents formula for obtaining data

Weaknesses:

The applicant does not currently track data on high school graduation rate or college enrollment (but plans to collect beginning with current school year)

Summative assessment data for some subgroups are missing.

Baseline data are missing for high school graduation rate and college enrollment.

- Goals based on average

The applicant does not present evidence of ambitious goals for all areas.

- Reading proficiency, Biology, Algebra 1, Advanced Placement Subject Area Exams

Rating and Rationale: The overall quality of the applicant's response falls in the medium range. The applicant presents evidence of annual goals that are feasible and equal to State ESEA targets. While the applicant discusses presenting goals that are more ambitious than the state's, there is insufficient information to support this claim.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	5
<p>(B)(1) Reviewer Comments:</p> <p>The applicant presents a comprehensive and clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching.</p> <p>The applicant presents evidence of a record of success in improving student learning outcomes and close achievement gaps, including by raising student achievement, high school graduation rates, and college enrollment.</p> <ul style="list-style-type: none"> Provides personalized opportunities for top 10 participating districts by enrollment (among the 10 largest district in the state) <ul style="list-style-type: none"> Opportunity to reduce class sizes for core academics, flexibility, expand options for elective courses, and ensure credit recovery opportunities for students to graduate on time Presents evidence of exponential growth in semester course completion history <ul style="list-style-type: none"> Total # of completions since 1997: 1, 280, 585 Total # of completions in 2011-12: 303, 329 Total # of completions in 2010-11: 259, 928 Total # of completions in 2009-10: 213,926 Total # of completions in 2008-09: 154,125 Presents evidence of outperforming statewide results by 4 percentage points (school year 2011-12) <ul style="list-style-type: none"> Full-time Geometry End of Course scores Course load on a typical 180-day school year Presents evidence of outperforming state average for Advanced Placement students who completed course and were eligible for postsecondary credit <ul style="list-style-type: none"> State average in 2011: 52% Applicant's average in 2011: 57.5% Describes achievement of students who took at least one virtual course with applicant <ul style="list-style-type: none"> Scored higher on state reading achievement test than students who had not taken a virtual course with applicant <p>Weaknesses:</p> <p>The applicant does not present evidence related to achieving ambitious and significant reforms in its persistently lowest-achieving schools. Information provided focuses more on successful enrollment, but not about increasing student achievement and advancing learning.</p> <ul style="list-style-type: none"> Applicant presents data on increases in minority successful completion of courses for credit, but does not present data regarding enrollment and successful completion in its persistently lowest-achieving schools. <p>The applicant presents limited evidence of longitudinal achievement.</p> <ul style="list-style-type: none"> Data collected over 2 years, rather than 4 years <p>The applicant does not present evidence related to how student performance data (as defined in this notice) is made available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.</p> <p>Rating and Rationale: The overall quality of the applicant's response falls in the medium range. The applicant presents documentation of clear record of success in the past four years by improving student learning outcomes and close achievement gaps, including by raising student achievement, high school graduation rates, and college enrollment. However, the applicant demonstrates evidence in only one out of the three required elements for this criterion.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5	5	5

points)		
<p>(B)(2) Reviewer Comments:</p> <p>The applicant presents evidence of a high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration.</p> <p>The applicant provides a complete description and examples of published information, found on website.</p> <ul style="list-style-type: none"> • Publishes yearly legislative reports <ul style="list-style-type: none"> ◦ Organizational practices, changes, innovations, and district employee salaries by departments ◦ Highlights: performance data, awards and accomplishments, long-range strategic planning, assets and liabilities, results of annual audit, and projected FTE funding ◦ Website contains links to budget ◦ Published annually with Board approval • Publishes all financial statement information <ul style="list-style-type: none"> ◦ Statements of assets, liabilities, balance sheets, cash flow reports, and an independent auditor's report • Makes teacher and support staff salaries available • Adheres to state's statute that ensures transparency for all publicly-funded organizations • Publishes Governor-Appointed Board of Trustees minutes and documents <p>Rating and Rationale: The quality of the applicant's response falls in the high range. The applicant presents clear and convincing evidence of a high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>Strengths:</p> <p>The applicants provides convincing evidence of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments.</p> <p>Successful conditions</p> <ul style="list-style-type: none"> • State's school code establishes applicant as an educational choice and an acceleration option for parents and students • Articulation agreements in place between applicant and all school districts to develop seamless partnership for students • Approximately 96% of students exercise option as a supplement <ul style="list-style-type: none"> ◦ Average one course per student <p>Autonomy</p> <ul style="list-style-type: none"> • Operates as an autonomous school district in the state according to the provisions in the state's statutes. <ul style="list-style-type: none"> ◦ School districts may not limit student access to applicant's courses ◦ Schools cannot deny access to students even if they offer same course ◦ State statutes place no limits on number of credits students may earn by applicant during a single school year or multiple years ◦ Law sets no minimum or maximum number of courses student may take from applicant during school day <p>Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant provides a comprehensive description of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	10
<p>(B)(4) Reviewer Comments:</p> <p>The applicant presents a comprehensive review of meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal.</p> <ul style="list-style-type: none"> • Consulted with inclusive team of experts: teachers, subject matter experts, administrators, grant experts, research and development team members, virtual learning lab facilitators, support staff, students, parents, private partners, and other 		

school districts

- Included in the concept development

Description of process

- Incorporated a multidisciplinary approach to ensure a representation of all stakeholders
- Initial conception meetings
 - Where the idea for an entirely personalized learning environment and necessary technology requirements began to take shape
 - Open discussion of proposal at annual professional learning conference
 - More than 1,800 attendees
 - Administrators and teachers invited to discuss concerns and provide other feedback
 - Feedback included in drafts of proposal
- Focus groups, interactive webinars, and online discussion boards
 - Parents, teachers, and students
 - Received information on key components and asked to provide feedback
 - Feedback incorporated into proposal
- Face-to-face meetings with teachers, administrators, students, and facilitators
- Openly shared draft documents for shareholder feedback via district's Intranet

Support from stakeholders

- Sent an anonymous survey to 184 teachers asking for support of proposal
 - Results yielded an 89.1 % response rate (164 teachers)
 - Of the 164 respondents, 163 (88.6%) demonstrated support for proposal
- Letters of support
 - Universities in the state
 - Community-based and education organizations

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant presents a thorough description of the process involved in meaningful stakeholder engagement in the development of the proposal and evidence of meaningful stakeholder support for the proposal.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

The applicant presents evidence of a high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

The plan is structured and comprehensive, listing needs/gaps by themed categories. A rationale is aligned with each need/gap category and includes a focus on increasing support for a high needs group, English learners. The applicant addresses each need/gap category with a specific action plan. All action plan items are conducted in the form of projects that are described in complete detail. There are a total of six projects used to address need/gap categories.

Needs/gap categories

- Personnel requirements
- Accountability requirements
- Content/curricular requirements
- Assessment requirements
- Technology requirements
- Professional development requirements
- Materials and equipment requirements.

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant's proposal is supported by evidence of analysis of current status in implementing personalized learning environments and corresponding logic.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	19
<p>(C)(1) Reviewer Comments:</p> <p>The applicant presents an exhaustive list of evidence related to this criterion.</p> <p>Presents evidence of how plan will ensure that students understand that what they are learning is key to their success in accomplishing their goals</p> <p>Documents how plan will ensure that all students identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements, understand how to structure their learning to achieve their goals, and measure progress toward those goals</p> <ul style="list-style-type: none"> Personalized approach contextualizes student course within their interests, college/career expectations, prior knowledge, and learning styles Learning capsules provides students a single or multiple lessons with content, activities, and assessments that may focus on a single standard or multiple standards Uses an intricate planning process to engage students in visualizing and internalizing how learning goals contribute to their personal and career goals Personalized approach contextualizes student course within their interests, college/career expectations, prior knowledge, and learning styles <p>Approach describes how all students are able to be involved in deep learning experiences in areas of academic interest</p> <ul style="list-style-type: none"> Each course requires specific standards, but individual lessons through which standards are met are unique to the individual student, according to his or her interests and abilities Will arrange discrete learning capsules into coursework and expanded content repositories with intent of allowing for deeper descent into subject Will deepen content wells by including expanded content repositories and the linking of current content with metadata tags that identify the capsule's exploration of specific standards, content keywords, learning levels, and interest details Will expand content in all disciplines--language, mathematics, sciences, social sciences, and electives Provide instructional designers support to append metadata tags for Common Core standards and State Postsecondary Readiness standards to each learning capsule <p>Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning</p> <ul style="list-style-type: none"> Content driven, in part, by 21st Century Skills framework <ul style="list-style-type: none"> Global awareness and civic literacy Will provide diverse learning capsules at all levels of academic skills, regardless of age or grade level Will include diverse array of content tagged for English learners Establishing partnership to develop Language for Leadership course Offering students a chance to collaborate, both online and face to face, through use of projects and Internet-based, interactive webinars called Live Lessons <p>Presents evidence of how plan will ensure that all students master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving</p> <ul style="list-style-type: none"> Assessments and assignments will encompass a variety of communication methods, similar to course offerings Will include assessments Learning Capsules and activities that require students to listen effectively, communicate with others within diverse situations and environments, and use a variety of means to share queries, thoughts, feedback and solutions Will engage students in discussion-based assessments with teachers and possibly VLL facilitators as a means to demonstrate mastery and to form student-teacher relationships Based on personalized plan, discussions may happen in variety of methods: during Live Lessons, on the phone, via email, or using Skype Collaborate through a variety of means: discussions on community board, enrollment in a community cohort, the use of Internet-based webinars for group sessions, and linking of students with similar profile information Will be offered a vital, participatory role in designing their learning path Will learn how to make judgments and decisions about their own educational path and then have the space and guidance to reflect critically on those choices Will see how their mastery of individual standards is contributing to their learning goals through a visual display on 		

their dashboard

- Will provide students with judgment free space to explore ideas that might need revision, and then recognize lessons learned through the revision process

Presents evidence of a strategy to ensure that each student has access to:

A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college-and career-ready

- Personalized assessment to create an individualized course
 - Assessments in new digital learning platform will include learning styles, reading comprehension and interests, career interests, general interests, academic goals assessment, behavioral assessments, strengths assessments, and/or subject specific diagnostic testing
 - Identify prior knowledge through a pre-test
 - Pulls standards-based learning objects together to create individualized course aligned with Common Core and state postsecondary readiness standards
- Generates personalized reports to communicate with students, parents, and teachers
- Highlight individual student's progress
- Performance records housed in secure data warehouse
- Suggest and identify a student career path (with options for college preparatory, direct-entry career, or military options)
- Customizable by each student and will have options for progress monitoring
- Will recalculate daily goals if student does not meet them
- Will include a personalized student planning tool
- Student dashboard display

A variety of high-quality instructional approaches and environment and high-quality content, including digital learning content as appropriate, aligned with college- and career-ready standards or college- and career-ready graduation requirements (as defined in this notice)

- Virtual courses
- Virtual Learning Labs and facilitators
- Collaborative Internet-based webinar sessions

Ongoing and regular feedback

- Will store student data and then feed data into Recommendation Engine that generates the personalized learning suggestions
- Feedback from Learning Capsules offered in same way
- Will use input from all student assessments to make individualized suggestions that contribute to the student's long-range plan
- Back-end computer system will compile all student data, standards mastery, and course completion into a list of available reports for approved users (does not describe who approved users are)

Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards or college- and career-ready graduation requirements

- Create student profile to include diagnostic and survey results, ESE/ELL designation, prior academic successes and challenges, and student college and career path
- Will fuel Recommendation Engine in a secure manner
- Strategies
 - Divide material into "chunked" units of learning
 - Provide a self-contained standard mastery opportunity
 - Recycle into multiple lessons and multiple disciplines as appropriate
 - Attach feedback and exemplars for teachers to view how similar students fared on specific learning capsule
 - Aggregate into larger collections of content with easy modifications
 - Option for students to progress at a pace that meets their needs instead of relying on seat-time requirements
 - Teachers and facilitators assigned to students to provide support, gauge interest, and connect students with content
 - Constant communication with parents
 - Compliance to IDEA/ADA standards for students with disabilities
 - Current courses with built-in accommodations (extra time, multisensory approaches)
 - Access to course in most effective means possible (text, video, text-to-speech, speech-to-text, and audio)

Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

- 24/7 access
- Quick start videos and webinar sessions
- Student access to teachers and facilitators
- Student access to dashboard
- Communication plan for students
 - 24/7 feedback by communication specialist
 - Technology updates and other important news items

Rating and Rationale: The overall quality of the applicant's response falls in the high range. With very minor difficulty, the applicant provides a detailed support of evidence that documents a comprehensive approach to addressing this criterion.

(C)(2) Teaching and Leading (20 points)	20	14
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(C)(2) Reviewer Comments:

Strengths:

The applicant documents evidence of a structured plan through the following approaches:

Engagement in training, and in professional teams or communities, that supports their individual and collective capacity

Documents evidence of a progressive and hierarchical professional learning system

- Advance from core training sessions to functional training, to professional training and then contributory learning activities
- All newly hired staff required to attend in-person training at program learning center
 - Training spans full first year of employment in three phases
 - Training includes more than 30 hours of professional development
- Teacher, leader, and district-level staff access to professional development center that virtually houses seminars and lessons
- Teacher and leader access to learning plans via face-to-face or virtually (i.e., interactive, Internet-based, collaborative sessions)
- Teacher access to tools, data, and resources required to augment student progress in becoming college and career ready
- Informal Peer-to-peer contact (i.e., phone conversations, Skype, email, districtwide instant messaging, face-to-face meetings)
- Plans to implement the following training: content-specific training, train-the-trainer model, training on data collection with a specific focus, and facilitator specific training

Feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement

The applicant documents frequent use of multiple assessments designed to assess both teacher and leader effectiveness.

- Yearly evaluations and performance metrics
 - Monthly progress monitoring
 - Districtwide performance measurement
 - Engaging stakeholders through community-developed performance metrics
 - Staff and faculty assessment of individual and group strengths
 - Yearly teacher evaluations that assesses teachers for effectiveness
 - Plans to enhance current metrics to be reflective of shift into a more personalized means of teacher and leader assessment

The applicant describes a complete process for adapting and modifying curricula providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);

- Support and guidance provided by teacher mentors on how best to implement course content (developed by instructional and curricular designers)
- Learning capsules and assessments closely matched to student's academic needs and interests
 - Course individualized through assessments, development of learner profiles, and flexibility

- Opportunity for teachers to create and upload new learning capsules tailored to student interest and needs
- Teacher induction program that provides training in its student-centered approach and resources
 - Provided with orientation to various resources to assist with adapting and modifying curricula to students' individual needs

The applicant's presents a convincing plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

- Program provides all Florida districts with opportunity to expand course offerings through inclusion of program courses in Virtual Learning Labs
 - Regardless of location
- Applicant current provides coursework without cost in 120 courses
- All teachers are fully certified in subject area they teach
- Professional development plans customizable to provide development in areas of critical need for teachers and leaders

Weaknesses:

The applicant's plan on how the plan will ensure high-quality learning resources (e.g.,..., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resource.

- "...will create high quality resources that are fully aligned with college and career-ready standards"
- "Course content for each course will be exponentially expanded to accommodate differences in student learners."
- "Content repository will be replete with current, relevant, and rigorous offerings as determined by the project team's on-staff subject matter and curricular experts."

The applicant presents limited evidence on the process involved in the Content Specific Training component of the professional development it proposes to offer.

- "Teachers will need to be trained in a manner that addresses the volume of content shifts consistent with the implementation of the proposal.

Beyond documenting that it will be done, the applicant does not provide a thorough description of the data collection process.

- Will implement subpopulation specific, targeted data collection
- Will explore new means of collecting and tracking student data results on state summative testing
- Will implement a rigorous and thorough approach to evaluating student performance through a variety of means

Information regarding training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice) is sparse.

- The applicant does not describe a specific method or possible scenarios in which this will be accomplished. Rather, the applicant documents that "the method for these learning events is dependent upon the District's needs for improvement. Additionally, the applicant do not present evidence beyond stating that teachers will be made aware learning gaps that currently exist and that all teachers will be trained in best practices to close the achievement gap.

Rating and Rationale: The overall quality of the applicant's score falls in the high medium range. While the applicant documents evidence of a structured high quality plan for improving learning and teaching, there are gaps in the description of how the applicant plans to accomplish this.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	14
(D)(1) Reviewer Comments:		
The applicant provides an extensive list of practices, policies, and rules that facilitate personalized learning.		
<ul style="list-style-type: none"> • Documents specific supports to participating schools by department, beginning with leadership (Office of the President- 		

- CEO) and roles in personalized learning
- Documents a comprehensive list of collective departments responsible for facilitating personalized learning.
 - Executive Office, HR, financial services, project management, student experience, instruction, information technology, marketing and communication, policy and accountability, and professional learning
- Presents evidence of policies and practices that provide flexibility to participating schools
 - Official school calendars and schedules set by individual "brick-and-mortar" schools and districts, but courses available in flexible format--24 hours per day, 7 days per week
 - Students, parents, teachers, and leaders have continuous access to coursework
 - Student and parents given flexibility in contacting teachers or seeking additional assistance (i.e., text, email, phone call, Skype, interactive Webinars)
 - Students given flexibility to work at accelerated pace to achieve early graduation credit recovery (also speaks to giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic)
 - School-level personnel decisions and staffing models, while budget-dependent, negotiated based upon school or department's individual needs
 - Documents multiple ways in which decisions are made (observation, student, teacher, parent, and district level surveys; feedback from other stake holders; and performance metrics)
 - Decisions made at department or school level
 - School and department leaders engage in budget process by forecasting financial needs for upcoming school year, including augmenting budget and staffing requirements based upon feedback and lessons learned
- Presents evidence of giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways
- Evidence includes a complete description, including examples of each assessment type
 - Traditional assessments (tests, quizzes, exams)
 - Authentic assessments (discussion-based, exhibitions/presentations, project-based learning, and interactive and collaborative assessments)
- Presents specific examples of practices, policies, and rules that facilitate personalized learning by providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.
 - Academic courses available in standard and honors formats
 - Offers 16 Advanced Placement courses
 - Certified teachers on staff who are adept at differentiating instruction for learning abilities and styles through a variety of assignment and assessment choices
 - Mastery-based courses allow students needing additional time to master material to use it
 - Personalized learning focus allow students, including those with disabilities and English learners, space and time to master a particular standard before transitioning to next one
 - Support to teachers and leaders given by exceptional education team
 - Strategies and feedback for personalized learning

Weaknesses:

The applicant's description of some department's roles in personalized learning is ambiguous.

- Curriculum management "safeguards the authenticity of personalized learning." Applicant does not describe how this role is accomplished.

Rating and Rationale: Overall, the quality of the applicant's response falls in the high range. The applicant's evidence of practices, policies, and rules that facilitate personalized learning is comprehensive.

(D)(2) LEA and school infrastructure (10 points)

10

10

(D)(2) Reviewer Comments:

The applicant provides strong evidence of a school infrastructure that supports personalized learning.

The applicant's evidence is supported by multiple examples that are accompanied by a complete description.

- Offers 24/7 access to coursework to all students at all times, allowing students learning to occur on student's schedule
 - Access to their Dashboard, the school calendar, counselor's office (assist students with college and career, as well as academic advising), and help center
 - Access to study tools (test preparation for state's common summative assessment, End of Course Exams, SAT and ACT, and Advanced Placement courses)

- Allows students to access course before or after period is over
- Allows students opportunity to accelerate or extend their pace according to individual needs
- Allows parents 24/7 access to their student's progress, email teachers or instructional leaders
- Allows parent's access to learning resources at times that fit their schedule
- Access to teachers from 8 am - 8 pm via phone, email, and text
 - Teachers supported by instructional leaders, who function as principals, during same hours of availability
- Courses and tools offered in Web-based format, making need for additional software to access courses and tools unnecessary
- Launched pilot program to increase access and equity to courses for students in need
 - Students in need receive a laptop for use during their time in a course
 - Using free-and-reduced lunch statistics to set qualification requirements
 - Free program for state students
- Technical support available 24/7 through a variety of means (email, help ticket, phone support, Internet-based, Webinar session, in-person, and peer-to-peer support)
- Information technology system for students, parents, and local school administrators uses an SQL-based database
 - Allows users ready access in a variety of formats
- Grants parents and students access to progress reporting and grade reports that can be printed or downloaded as a PDF
- Open data format (CSV, XML, XLS, and HTML)

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant documents clear and convincing evidence of a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The applicant presents evidence of a structured strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant.</p> <p>Particularly, rigorous elements of the plan include the connection made between the strategic plan and the Balanced Scorecard. Both inform the continuous improvement process. Three out of the four cards are directly related to student performance and the card uses measurable performance standards. Employee-designed goals guide professional learning team in the development of specific training. The applicant's strategy describes how it will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District</p> <ul style="list-style-type: none"> • (Example: Evaluation of stakeholder surveys (students, parents, and other districts)) <p>Rating and Rationale: Overall, the quality of the applicant's response falls in the high range. The applicant describes in great detail its plan for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The applicant presents evidence of a communication plan that highlights multiple strategies used to contact both internal and external stakeholders.</p> <p>Implementation of marketing and communication plan</p> <ul style="list-style-type: none"> • Balanced Scorecard metrics (Allows teachers and leaders to periodically monitor student response to specific behaviors over the short and long term) <ul style="list-style-type: none"> ◦ Reviewed monthly for progress via report 		

- Annual evaluations (Provides information on processes and outcomes for districts, schools, students, and parents)
 - Published results (2007-present) on district website
- Market research (With parents and students)
 - Focus groups and listening sessions to solicit feedback
- Communications department (All stakeholders, including news media)
 - Centralizes all districtwide communication
 - Responsible for sharing information with general public and media
 - Maintains Staff Intranet
 - Maintains an open line of communication with interested parties through District's Virtual Newsroom

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant presents systematic strategies for ongoing communication and engagement with internal and external stakeholders.

(E)(3) Performance measures (5 points)

5

1

(E)(3) Reviewer Comments:

Strengths:

The applicant presents an extensive list of performance measures by applicable populations (4-8 and 9-12).

- Presents the measurement, methodology, and projections for each performance measure
 - Surveys, course completion data
- Presents modest and achievable goals for some performance measures
 - (Approximately 0.4 - 0.5% increase for successful completion of semester course), based upon historical data
- Presents baseline data for most performance measures
- Presents a plan on how it will review and improve the measure over time if it is insufficient to gauge implementation progress
 - Obtain baseline data in school years 2012-13 and 2013-14
 - Projections of student enrollment numbers based upon predicted growth rate of 20% per year
 - Subgroup population projections based upon student demographic composition
- Proposes at least one grade-appropriate academic leading indicator of successful implementation of its plan
 - Percent of students with an overall grade of C
 - Ambitious and achievable
 - Progressively moves toward achieving equity over five years with final projection of 80% across subgroups by post-grant school year 2016-17
- Proposes at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan
 - Percentage of students that indicate their teacher cares about them

Weaknesses:

The applicant does not provide a rationale for selecting all performance measures. The assumption is left up to the reader to make.

- Does not describe why percentage of participating students with highly effective teachers and principals is a performance measure since all teachers and principals must demonstrate highly qualified status as a qualification for higher

The data presented by applicant is limited and confusing.

- Not all baseline data present
 - Baseline data and projections not available
- Presents evidence of measurements, methodology, and projections by performance measures, but does not explicitly present a rationale for each.
 - One example: While subgroup population projections were based upon student demographic composition, does not present rationale to support decision to base projections of student enrollment numbers based upon predicted growth rate of 20% per year
 - Rationale present for performance measures related to 9-12 population only

The applicant presents overly ambitious goals for at least one performance measure without a rationale for projections.

- Percentage of students scoring achievement Level 3 or higher on Civics End of Course Assessment
 - Proposed projection that all students across subgroups will meet or exceed State averages without baseline data or rationale

Rationale and Rating: The overall quality of the applicant's response falls in the low range. The applicant does not have a clear and high-quality approach to continuously improve its plan.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
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(E)(4) Reviewer Comments:

The applicant presents a clear and systematic response to its proposed plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures.

- Provides evidence of an organizational chart with identified roles and responsibilities for RTT-D oversight and management
- Responsibilities divided into "projects" with assigned project managers responsible for action items associated with the project
- RTT-D grant manager oversees all six project managers to ensure proper management of grant and responsible for updating the District Executive Team

Rating and Rationale: The quality of the applicant's response falls in the high range. The applicant presents evidence of a structured plan for evaluating the effectiveness of Race to the Top – District funded activities.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8

(F)(1) Reviewer Comments:

The applicant's budget, including the budget narrative and tables provides evidence of a comprehensive plan that aligns with the needs of the proposal.

The applicant identifies all funds that will be used to support the proposal, that includes cost description, cost assumption and total cost.

- Funds from other sources
 - Operational budget commitments from District over next four years (56% of initiative)
 - Partnerships with "brick-and-mortar" schools to implement Virtual Learning Labs (will cover 50% of start up costs)

All funds included in budget summary detailed in project-level budgets, tables, and spreadsheets

- Projects (6) directly linked to an application criterion and four educational core assurance areas
- Requested amount appropriate for development of specified technology and course content
- Personnel salary reasonable for described roles and responsibilities, current market, and proposed addition of staff for years 1-3, and scale down of positions for year 4
 - Current organization does not have personnel to manage grant
- Additional subpart budget narratives include appropriate requested amounts aligned with rationale (scaling up/down of personnel and action items)

Weaknesses:

The applicant does not provide a clear rationale regarding its decision to wait until the end of year 4 to start planning for sustainability beyond the grant.

The applicant does not include travel to the RTT-D office for grant reporting activities.

Rating and Rationale: Overall, the quality of the applicant's response falls in the high range. The applicant describes a feasible

plan that will support the project. One particular area of the grant would be better supported with documentation that justifies decision to wait until the grant ends before planning for sustainability beyond the life of the grant.

(F)(2) Sustainability of project goals (10 points)

10

9

(F)(2) Reviewer Comments:

The applicant demonstrates evidence of a plan that is supported by State and local government leaders and financial support.

- Supported by State legislation (HB7197)
 - First state in the country to legislate that all Kindergarten through 12th grade students have full- and part-time virtual options
- Supported by District's Strategic Plan
 - Plans to add assessment rubric to Balanced Scorecard upon receipt of grant funds
 - Executive team will monitor
 - Office of Accountability, Assessment, and Measurement will provide close data assistance in analysis for further improvement
 - Assessment data
 - Charting progress
 - Identifying gaps
- Tremendous growth in student population leads to anticipated continued growth
 - Actual enrollment growth from school year 2010-11 to school year 2011-12 of 5, 605,01 (FTE)
 - Increased state funding of \$18, 648,074, in alignment with increased enrollment over this same period
 - Anticipated enrollment expected to grow by 10, 748.00 (FTE) with budgeted state funding in the amount of \$201, 504, 368

However, the applicant does not provide a clear rationale regarding its decision to wait until the end of year 4 to start planning for sustainability beyond the grant.

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant presents a convincing case of support of the project's goals from State and local government leaders and financial support. However, the applicant does not provide clear evidence to justify its decision to wait until the end of year 4 to start planning for sustainability beyond the grant.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	7

Competitive Preference Priority Reviewer Comments:

The applicant demonstrates evidence of a coherent and sustainable partnership that it has formed with public or private resources to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as defined in this notice).

- Applicant has history of successful partnership with proposed partner
- Applicant proposes to focus on a high needs population (English learners)
- Develop and implement a course that focuses on leadership for college and career readiness
- Established outcomes in Alignment with this criterion and Absolute Priority 1
 - Designed to provide world-class leadership training to English learners and necessary supports for teachers, parents, and administration in facilitating a personalized learning environment
- Will develop a comprehensive leadership assessment
 - Purpose is to evaluate student personal awareness, social capital, and problem-solving abilities

Extensive list of population-level desired results with a focus on both education and other education outcomes, and family and community.

- Increased non-cognitive skills through skill-building (for non-cognitive and difficult to assess skills such as initiative, perseverance, and problem-solving)
- Increased community connections, self-awareness, and confidence (addresses struggle to understand local language

- and their place in U.S... society)
- Increased parent involvement (through more effective student-parent-teacher communication and parent companion course)
- Increased academic performance (as indicated through performance measures)
 - Focus on increasing student participation in their educational development, student self-reliance, and student self-efficacy through targeted coursework
- Increased student access to Advanced Placement courses (through increased non-cognitive skills and self-efficacy)
- Increased graduation rate
- Increased student service as a means to gain social capital
 - Teaching students to leverage social capital through service in their communities

Structured, systematic means of tracking selected indicators

- Compiled into specific metrics to be included in Districtwide Balanced Scorecard
- Monitored monthly, evaluated quarterly, and revised annually
- Monthly targets
- Make revisions (in admissions, enrollment, instruction, assessment, or other areas that might need revision to meet goals) based on goal-achievement

Addresses disproportionate representation of participating English learners

- Through the development and implementation of courses designed for English learners
- Through specific marketing in state districts
- Use data collected to target resources, address gaps in professional learning, and revise or augment coursework

Provides a feasible strategy to scale model beyond participating students

- Pilot courses and establish baseline
- Make immediate changes as necessary
- Over time, target languages other than Spanish for inclusion in English learner courses

Presents a logical strategy for building capacity of staff in participating schools.

- Training all potential Leadership course teachers in course specifics before they are allowed to teach course
- Training teachers on how to specifically communicate with parents who do not speak English fluently
- Professional learning on capacity-building strategies for teachers and other support staff in making and maintaining meaningful relationships with all "significant adults who surround student"

Describes an innovative strategy for engaging parents and families of participating students

- Through the use of the dashboard
- Will include a number of visual representations of student progress
- Will include content on decision-making strategies for students and companion course for parents
- Collaboration between school-based lab facilitators and instructors to communicate with families

While plans for training staff in physical schools not yet formalized, applicant describes structured steps for routine assessment

- Will match similar projects already implemented in partner schools
- Will include training sessions for administrators, school counselors, facilitators, and other school-based staff members as appropriate
- Conduct school visits to identify challenges and create corrective action plans or communication strategies

Weaknesses:

The applicant's presents a vague description regarding how the partnership would improve results over time.

- Expects to use innovation and development to create courses for other subgroups
 - Does not present evidence on what innovation strategies will be used

Rating and Rationale: The overall quality of the applicant's response falls in the high medium range. The applicant presents an exhaustive list of examples to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice). A response that would qualify for the high range would have

supported claims of how the partnership would improve results over time.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Overall, the applicant presents convincing evidence of meeting the requirements of Absolute Priority 1. The applicant's proposal is innovative in that it proposes to address this priority through nontraditional, unique means of blended learning for participating 4-8 and 9-12 students. With minimal difficulty, the proposal provides a complete description of how it will accomplish the task of building on the core educational areas.

- Addressing equity through access
- Placing a special focus on a high needs population, English learners
- Accelerating student achievement through personalized, self-paced learning and providing teachers and parents ways in which students can be supported
- Providing resources and tools in which parents and teachers can be supported
- Incorporating frequent and multimodal feedback from all stakeholders
- Hiring highly qualified teachers only
- Conducting multi-level program evaluation

Total	210	164
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Race to the Top - District

Technical Review Form

Application #0418FL-3 for Florida Virtual School

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

The applicant articulates a vision of reform and in a clear and comprehensive manner. The plan describes a feasible plan for reform. The applicant's motto expresses this plan in a concise way "Any time, any place, any path, any pace". The approach is credible providing innovation and unique education opportunities for the past 15 years. FLVS Flex provides a blended learning environment providing equitable access through personalized student support.

The applicant provides evidence that the FLVS approach will accelerate student achievement by providing an individual profile of student strengths, interests, goals and prior academic performance.

The applicant provides evidence that FLVS Flex will deepen student learning with the use of linking learning capsules based on common core standards and Florida postsecondary readiness standards.

The applicant provides a timeline for development and implementation that is clear and credible. The timeline includes research and development, expansion and assessment over the course of the grant funding period.

The applicant describes a feasible plan for reform falling in the high range.		
(A)(2) Applicant's approach to implementation (10 points)	10	7
<p>(A)(2) Reviewer Comments:</p> <p>The applicant uses a district wide approach to implementing reform. The Florida Virtual School District is one of a kind providing online courses to students in 67 counties in Florida. FLVS provides course licensing and a tuition-based option for students, districts and individual schools within Florida and outside the United States.</p> <p>A (2) (a) FLVS Flex provides clear evidence of the plan to implement reform and increase student equity and access. The applicant provides strong evidence that Virtual Learning Labs (VLL) meet the application criteria.</p> <ul style="list-style-type: none"> • partner with individual schools and other school districts to provide online courses • provide blended learning opportunities through the expansion of virtual learning labs <p>A(2)(b)(c) The applicant provides data on the number of virtual labs currently in Florida (315) but does not have sufficient data to determine the total number of students participating. The applicant provides notation describing the lack of summative data available to provide data requested.</p> <p>Overall the applicant scores within the medium range. FLVS has evidence to support district wide reform describing their online reform efforts for the past 15 years.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The applicant includes a high quality plan describing how the reform proposal will be scaled up over the course of the grant.</p> <ul style="list-style-type: none"> • 20% student population increase during each year of the grant proposal • total VLL usage of 150,000 over four years • expand outside of Florida • advise schools on blended-learning models <p>The applicant provides a tentative timeline for scalability including the four year grant period and three years after the grant is completed.</p> <p>FLVS reform reaches to each school district in the state providing free online courses. The overall score falls in the high range.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	5
<p>(A)(4) Reviewer Comments:</p> <p>The applicant provides documentation (estimated) on improved student learning and performance. As noted by the applicant "FLVS is not the part time school of record and summative test results can be difficult to obtain".</p> <p>A(4)(a) The documentation provided is an estimate only on summative assessments. Summative assessment used reflect estimated FCAT 2.0 reading and math end of course exams. The applicant is unable to provide actual summative assessments due to technical issues that were not identified by the applicant and restrictions regarding student information sharing. The applicant provides limited evidence of decreasing the achievement gaps between subgroups. The annual goals are achievable but are not aggressive with African Americans students scoring only 1% above the overall average and ELL students below the overall average after completion of the grant period. Additional gaps between Asian students and other sub groups range from 2% - 16% in reading and 10% -16% in math.</p> <p>A(4)(b) The applicant demonstrates an achievable plan for decreasing the achievement gap. The plan has examples of narrowing the achievement gap, but gaps still remain.</p> <ul style="list-style-type: none"> • Progress for subgroups were evident for students scoring at or above grade level on statewide assessments narrowing the largest gap of 21% to 15% in reading • Students with disabilities and ELL students had strong gains but gaps remain in all areas on statewide assessments. 		

Progress for subgroups enrolling in AP courses was provided increasing as many as 47% for students with disabilities.

A(4)(c) The applicant demonstrates ambitious and achievable goals in increasing graduation rates over a four year period from 72% to 92% (standard diploma) and 74% - 94% (standard, special and 5-year diploma).

A(4)(d) The applicant does not demonstrate ambitious goals for increasing college enrollment showing an overall increase of 0.6.

Overall this places the applicant in the medium range. Although some of the the data is limited (FLVS not the school of record and technical issues) the applicant shows minimal gains over the four years of the grant.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	3
<p>(B)(1) Reviewer Comments:</p> <p>The applicant provides limited evidence of their record of success in advancing student learning and achievement during the past four years. The applicant provides evidence of the number of students enrolled in online courses over a 14 year period and the number of students who completed coursework. Documentation for one year was provided by the applicant (2011-2012).</p> <p>B(1)(a) The applicant has limited data (2 years) comparing EOC results. This data shows improvement in achievement level percentages. FLVS part time students outperformed statewide results by 6% points in the average and high average ranges and by 4% for FLVS full time students on the geometry end of course exam.</p> <ul style="list-style-type: none"> Students who took at least one LVS course had higher rates of achievement on FCAT Math than students who did not take a course with FLVS. <p>B(1)(b)The applicant does not provide a clear record of success in achieving ambitious and significant reforms in persistently low achieving schools or low performing schools. The applicant is an online school district.</p> <p>B(1)(c) The applicant does not provide any evidence that make student performance data available to students, educators and parents in ways that inform and improve participation, instruction, and services.</p> <p>Overall the applicant score is in the low range.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>B2(a)(b)(c)(d) The applicant provides evidence of transparency in making public FLVS school level expenditures processes, practices and investments. A description is provided for locating actual personnel salaries at the school level for all school-level instructional and support staff, instructional staff, teachers and non-personnel expenditures. FLVS publishes all financial statement information in a yearly legislative report. Data submitted include , pupil personnel services, instruction and curriculum development services, instructional staff training services, instructional related technology, and school administration. Teacher salaries are available on the FLVS website. Data is also disseminated through yearly legislative reports.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>The applicant demonstrates evidence of sufficient autonomy to implement FLVS Flex. The applicant provided documentation from the Florida Department of Education acknowledging that "the Florida School Code established FLVS as an educational choice and an acceleration option for parents and students. The Florida Virtual School operates as an autonomous school district in Florida. Documentation provided by the Florida Department of Education (2009) "FLVS is a fully-accredited public virtual school that offers free online course to middle and high school students in Florida."</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	10
<p>(B)(4) Reviewer Comments:</p> <p>The applicant demonstrates evidence of meaningful stakeholder engagement in the development of the proposal and stakeholder support. The</p>		

applicant developed a RTTD team comprised of a diverse group of stakeholders.

B(4)(a) The applicant provides detailed evidence on how students, families, teachers and principals were engaged in the development of the proposal

- Teacher/leader sessions
- Professional Learning Conference
- Focus Groups
- Interactive webinar
- Blog discussion boards
- face to face meetings

The applicant provided evidence of a comprehensive plan to ensure stakeholders comments.

- Draft document provided on the District's intranet

B(4)(a)(ii) The applicant's RTT-D team sent an anonymous survey to 184 teachers. 88.6 % support the RTT-D grant proposal.

B(4)(b) The applicant provides evidence of support from key stakeholders including community groups, members of Congress, parents, student organizations and Higher Education Institutes (letters).

Overall the applicant scores in high range.

(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <p>The applicant demonstrates evidence of implementing a personalized learning environment through the virtual learning labs. The applicant provides evidence of gaps and a need for additional development and training for facilitators as well as the need for equipment in newly developed virtual learning labs.</p> <ul style="list-style-type: none"> • FLVS serves 148,000 students per year • Blended Learning approach requires professional development for facilitators • VLL start up costs • hardware and software needed for facilitators <p>Overall this places FLVS in the high range.</p>		

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	17
<p>(C)(1) Reviewer Comments:</p> <p>The applicant provides evidence of a high quality plan for improving learning and teaching in a personalized learning environment. The plan includes instructional strategies enabling students to pursue rigorous college and career ready standards and college and career ready graduation requirements.</p> <p>C(a)(i)(ii) The applicant provides strong evidence that FLVS Flex is a learning approach that engages and empowers all learners in a way that goals are linked to college and career ready standards. Students, parents and teachers can also measure goals using FLVS Flex.</p> <ul style="list-style-type: none"> • students plan their own education • individualized courses are aligned with college and career ready standards • learning capsules complete the learning cycle including diagnostic assessment to summative assessment • students, parents and teachers have access to personalized data • progress is on - going to include; work completed, work in progress and upcoming work • plans can be modified and customized in order for students to reach learning goals <p>C(1)(a)(iii) The applicant provides convincing evidence that FLVS FLEX prepares students for deep learning experiences.</p> <ul style="list-style-type: none"> • students are active participants in their own learning by "designing" a curriculum based on their interests • learning capsules focus learning on standards mastery and acquisition skills that encourage college and career readiness 		

- students are engaged in high interest content

C(1)(a)(iv) The applicant provides limited evidence that participating students will have access and exposure to diverse cultures, contexts and perspectives that motivate and deepen individual student learning. Evidence provided describe

- diversity through content (global awareness and civic literacy)
 - language for literacy (English skills need for college and career readiness)
- diversity through blended - learning model - participating students will develop learning communities online and face to face

C(1)(a)(v) The applicant provides evidence to support critical academic content and the development of skills and traits such as goal setting, teamwork, perseverance, communication, critical thinking, creativity and problem solving

- Communication - Through a variety of media formats FLVS uses a framework of clear communication; phone, email and Skype are methods described.
- Collaboration - Participating students will work with other students (blended learning environment) and their VLL facilitator
- Critical Thinking - Participating students will use critical thinking when designing their learning path
- Creativity - FLVS Flex provide innovative ways to understanding materials and concepts

C(1)(b)(i) The applicant provides evidence to support a strategy that each student has access to a personalized learning sequence designed to enable the students to achieve his or her individual goals and ensure that he or she can graduate on time and college and career ready.

- The student learning capsule are standards based and provide students with individual attainable assignments to complete
- Real time student dashboard provides data on progression towards mastery
- Real time data allows students to refine goals to ensure graduating on time
- Real time data available to students, parents and teachers

C(1)(b)(ii)(iii) The applicant provides evidence to support access to a variety of high quality instructional approaches and high quality learning aligned with college and career ready standards.

- online classes are available year round 24/7
- Virtual learning labs where a blended-learning approach is implemented
- Webinar sessions
- 120 online courses (variety including core courses, electives, honors and AP) aligned with college and career ready standards

C(1)(b)(iv)(A)(B) The applicant provides evidence to support ongoing and regular feedback.

- Student Dashboard -Real time data available to students, parents and teachers to determine progress toward mastery.
- Student Dashboard provides a place where information sharing can take place between students and teachers, students and students and students and themselves. Students progress monitor and adjust/refine as necessary.
- 24/7 Student Dashboard availability

C(1)(b)(v) The applicant provides limited evidence of accommodations and high quality strategies for high-need students to ensure they are on track toward meeting college and career ready standards or college and career ready graduation standards. The accommodations provided are in place for all participating students

- individualized learning capsules
- teacher advocates and VLL facilitators
- 21st century communication - texting, Skype, email

C(1)(c) The applicant provides evidence of mechanisms in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

- 24/7 technical service support provided
- 24/7 access to webinar videos
- access to teachers and VLL facilitators
- 24/7 access to Student Dashboard that track student learning

Overall FLVS is in the high range. While the applicant provided clear evidence on most criterion the applicant provided limited evidence on two sub criterion- accommodations and high quality strategies for high-need students to ensure they are on track toward meeting college and career ready standards or college and career ready graduation standards and that participating students will have access and exposure to diverse cultures, contexts and perspectives that motivate and deepen individual student learning.

(C)(2) Reviewer Comments:

The applicant provides a high quality plan for teaching and leading. The applicant provided documentation that all participating educators will engage in training that will support effective implementation of personalized learning environments.

C2 (a)(i) The applicant provides documentation to support professional development over time.

- New hires are provided 30 hours of PD to ensure a foundation in virtual learning.
- Professional learning communities are developed over time using a virtual format.
- FLVS University offers professional development seminars and lessons for teachers in best practices
- Peer to Peer Contact
- monthly evaluations providing an opportunity for educators to assess their performance and make adjustments as needed
- annual professional learning conference that include workshops on virtual learning best practices

C2(a)(ii) The applicant provides documentation on how educators adapt content and instruction. The applicant provides teacher mentors to provide guidance and support on the best way to implement course content. Objective, subjective, formal and summative assessments are used to measure instructional effectiveness. Completion of courses, AP scores and Florida summative assessment are measuring tools.

C2(a)(iii) The applicant provides documentation on frequently measuring student progress using personalized learning goals.

C2(a)(iv) The applicant provides documentation of an evaluation system and how it improves teacher's and principal's practice.

- use of monthly progress monitoring to ensure steady progress toward goal
- faculty and staff monthly assessment of individual strengths
- yearly evaluations including an informal and narrative self evaluation

The applicant provides documentation to support that all participating educators have access to and know how to use tools, data and resources to accelerate student progress toward meeting college and career ready requirements. Educators are provided 30 hours of PD through the Transformations program. During this one year induction program educators are taught about the FLVS culture, organization and climate, tools, data and resources.

C2(b)(i) The applicant provided evidence on actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests. Through Student Dashboard, educators are provided information on students learning styles, reading comprehension, behavioral assessments, career interests and other general information. The teacher will use the student profile as a way to optimize the learning experience for the individual student adjusting the course assessments and content as needed.

C2(b)(ii) The applicant provides limited evidence to support high-quality resources that are aligned with CCRS. The current curriculum used is standards based with each Learning Capsule individualized to the learner. Plans to align FLEX are documented by the applicant to expand and align the current curriculum using the Common Core Standards and the Florida Post Secondary Readiness standards.

C2(b)(iii) The applicant provides evidence to support process and tools to match student needs.

- digital learning platform provides a course specifically developed to match and meet the needs of individual students.
- digital learning platform is dynamic appending the student profile over time

C2(c)(i) The applicant provides evidence that all participating school leaders and school leadership teams have training, policies, tools, data and resources that enable them to structure an effective learning environment. Teacher and instructional evaluations are used to inform instruction and teacher performance.

C2(c)(ii) The applicant documents a variety of professional development activities and opportunities for all school leaders and leadership teams. There are three phases of training to increase teachers skill set and knowledge base (functional training, professional training and contributory learning activities).

- online professional learning communities (30 hours of PD)

The applicant provides evidence of a shift from traditional professional development to learning communities using Learning Forward standards (learning communities, leadership, resources, data learning designs and implementation).

C2(d) The applicant lacks evidence on how this plan will increase the number of students who receive instruction from effective and highly effective teachers. The applicant describes support to districts outside FLVS by staffing teachings in subject areas such as math and science. No specific documentation is given.

The applicant provides credible evidence for the criterion. Overall this places the FLVS in the high range.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12
<p>(D)(1) Reviewer Comments:</p> <p>The applicant provides evidence that supports project implementation through comprehensive policies and infrastructure. FLVS was developed with support from the Florida Department of Education and designed to be student centered providing personalized learning using an online format.</p> <p>D(1)(a) The applicant provides documentation on organizing the LEA central office governance structure. The applicant provides documentation how various departments in the central office support participating schools. The departments included are diverse in nature. Four of the thirteen departments are Executive, Curriculum, Financial Services and Human Resources.</p> <p>D(1)(b) The applicant provides limited evidence of practices policies and rules in regard to sufficient flexibility and autonomy,</p> <ul style="list-style-type: none"> • FLVS leadership are included in <i>discussions</i> regarding school schedules and calendars, school personnel decisions and staffing models • VLLs must operate within the structure of the student's school of record • FLVS courses provide a flexible format operating 24 hours a day, 7 days a week <p>D(1)(c)(d) The applicant provides evidence that students are given the opportunity to progress and earn credit based on demonstrated mastery at multiple times and in multiple comparable ways.</p> <ul style="list-style-type: none"> • FLVS framework centers around standards-based coursework • learning is based on student achievement and mastery of standards • students are provided an opportunity for credit recovery • use of Equitable Assessment Choices (students provided a choice to demonstrate mastery) • multiple assessment choices include presentations, project based learning and interactive and collaborative assessments <p>D(1)(e) The applicant provides documentation of learning resources and instructional practices that are adaptable and fully accessible to all students. The applicant does not currently have specific courses to support ELL learners.</p> <ul style="list-style-type: none"> • FLVS uses a differentiated instructional approach to instruction adapting to the needs of all students based on student's preferences and strengths • FLVS has an exceptional education team that supports regular education teachers with strategies on personalizing learning • Currently FLVS does not have a specific course of ELL learners but plans to develop one. Limited documentation was provided for a high quality plan for implementation (partnership with Mawi Learning) <p>Overall this places the applicant in the high range. FLVS does not have autonomy in calendar schedules but are able to offer courses on a 24 hour basis. There are a variety of courses to choose from, however there are not specific to the needs of English Language Learners.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	10
<p>(D)(2) Reviewer Comments:</p> <p>The applicant provides strong documentation that FLVS infrastructure supports personalized learning.</p> <p>D(2)(a) The applicant provides appropriate documentation that FLVS ensures that all participants have access to content, tools and other learning resources regardless of income.</p> <ul style="list-style-type: none"> • around the clock access to coursework 		

24/7 tools access (Counselor's offices and study tools)

- Student access to teachers (8:00 am - 8:00 pm)
- Web based services
- Laptop for Learners (this program provides laptops to students identified using free and reduced lunch status)

D(2)(b) The applicant provides appropriate documentation that FLVS ensures that all participants have technical support and the support is provided through a range of strategies.

- 24/7 technical support using email, help ticket, internet-based webinar session

D(2)(c) The applicant provides documentation to support the use of information technology systems. Parents and students can access progress reports and grade reports through a virtual school administrator portal.

D(2)(d) The applicant provides appropriate documentation that the consortium uses an interoperable data system. The virtual school administrator has the capability to share information between programs.

The places FLVS in the high range.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12
<p>(E)(1) Reviewer Comments:</p> <p>E(1) The applicant provides a high quality plan for rigorous continuous improvement. FLVS has a rigorous continuous improvement process that address how the applicant will monitor, measure and publicly share information. FLVS uses a Balanced Score card that is reviewed and monitored monthly. FLVS reviews previous challenges and success using previous year evaluations and revise based on the documentation received. The BSC review is divided into four areas; people, process, customer (student) and financial. There are specific objectives, strategies and performance evaluated using the BSC.</p> <p>The applicant provides evidence of monitoring and measuring professional development. The Balanced Score Card is also used to design professional development goals for educators. The applicant did not provide evidence on monitoring technology or staff.</p> <p>The applicant provides evidence of publicly sharing information through staff central website, instructional and staff leadership teams, webinars and quarterly manager meetings.</p> <p>The applicant is in the high range.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>E(2) The applicant provides documentation for ongoing communication and engagement with internal and external stakeholders.</p> <ul style="list-style-type: none"> • Annual goals published on the district website • focus groups • monthly review of departmental metrics • Centralized communication department (disseminate information to public and media) • Staff Central (staff intranet system) <p>Strategies for ongoing communication and engagement with internal and external stakeholders is varied and ongoing placing FLVS in the high range.</p>		
(E)(3) Performance measures (5 points)	5	3
<p>(E)(3) Reviewer Comments:</p> <p>The applicant provides achievable performance measures overall and by subgroup with annual targets for grades 4-8 and 9-</p>		

12. The applicant provides evidence on how the measures will provide timely and informative information.

- Voice of the student survey to measure social-emotional indicators. Survey results will be used to inform professional learning
- Percentage increase in VLL student enrollment in AP courses. Used to measure and increase enrollment for subgroups.
- FLVS on-track indicator

The applicant does not have accurate data to measure FAFSA submissions. Data is available for all Florida seniors but not specifically for FLVS students. This data was provided. The performance objectives have a target that range from 60.3% for African Americans to 78.18% for Asian students. Post grant percentages are all 80%

The applicant optional measurement 1 goal for grades 4-8 does not appear to be rational (all students meet or exceed goals during the first year of test administration.

The applicant provides a rationale for selecting performance measures and growth over the course of the grant but does not provide evidence on review procedures or how to improve the measure overtime. This places FLVS in the medium range.

(E)(4) Evaluating effectiveness of investments (5 points)

5

2

(E)(4) Reviewer Comments:

E(4) The applicant does not provide sufficient documentation of a plan to evaluate the effectiveness of the RTT-D funded activities. The applicant describes a table in the application that would include some the investments and evaluation plans but does not include the table for review. The applicant provides documentation for modifying the school structure using an online format. Included in the modification strategies are the development of virtual learning labs using a blended learning approach.

Overall this places the FLVS in the low range of medium.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>(F)(1)</p> <p>The applicant provides a budget narrative for each of the proposed projects. A chart with the proposed budget is provided for each project and the budget supports the proposal.</p> <p>F(1)(a) Identified in the budget are funds to support the project for each project including personnel, travel, equipment, supplies and training. The applicant describes each project and the purpose of the funds needed to support each one. Documentation is provided for each project (total grant funds requested and funds from other sources)</p> <p>F(1)(b)The budget is reasonable and sufficient to support the development and implementation of each project. The budget falls within the range of the grant guidelines for the number of students impacted by the grant.</p> <ul style="list-style-type: none"> • Administrative- evidence was provided for the need to hire staff to oversee the project. Salaries were based on current mid range salaries with a cost of living increase over the course of the grant. • Standards and assessment - evidence was provided for the need to hire staff to develop 6-12 course content mapped to Common Core Standards. The budget identifies collaboration with FLVS and grant funds sharing in this cost line item. • Data Systems - narrative is inconsistent with previous documentation regarding data systems (data not consistently available across all sources). This is a one time investment. • Improve professional learning - evidence is provided for the need to hire a project coordinator to coordinate professional learning. • School Transformation - evidence is provided for the need to establish and implement virtual learning labs to provide a blended learning environment. <p>F(1)(c)(i)(ii)The applicant provides a listing of funds and a clear rationale for investments and a description of all funds are included. The</p>		

applicant identifies the rationale for the staff associated with the proposal and salaries are based on the current mid range of each position. The budget provides documentation for ongoing operational costs as well as one time investments. The budget provides documentation for long term sustainability describing outside sources and the partnership with FLVS and Flex.

Overall this places the applicant in the high range.

(F)(2) Sustainability of project goals (10 points)

10

3

(F)(2) Reviewer Comments:

F(2)

The applicant provides limited documentation for sustainability of the project after the term of the grant. FLVS is a state agency and funding has steadily increased over the past three years. The applicant provides documentation that includes support from state and local government agencies. The applicant does not provide documentation for sustainability for three years after the grant.

Overall this places FLVS in the low medium age. FLVS is a state funded school committed to online education. VLL will be an additional cost including salaries, travel and professional development. The applicant does not describe how these costs will be sustained after the grant funding period.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	7

Competitive Preference Priority Reviewer Comments:

The applicant provides evidence of documentation for the competitive preference priority with a partnership with Mawi Learning. This partnership is designed to develop and implement a course that focuses on leadership for college and careers for English Language Learners.

1. The applicant provides evidence of a partnership between FLVS and Mawi Learning.

- previous partnership (2011-2012)
- no data to show the number of students who participated in current leadership course
- Mawi Learning has provided leadership training to more than 1,000,000 students in the U.S.

2. The applicant identifies seven population results as a result of this partnership- increased non cognitive skills, increased community connections, increased parent involvement, increased ELL student academic performance, increased ELL student access to AP courses, increased graduation rates for ELL students, increase student service as a means to gain social capital. These results include both educational and other educational results.

3. The applicant provides data that the current FLVS population includes only 4.31 percent of the total ELL population in Florida. Data collected on the impact of the course can be disseminated across Florida to attract other ELL. The applicant did not provide sufficient evidence on how to effectively collect data and the leadership course will be developed with other ELL students as the targeted group. The applicant provides evidence on how the current partnership will be expanded to all participating students by offering the course to school districts across Florida. The initial target group is Spanish speaking students but the course can be expanded to include other languages.

4. The applicant provides evidence that the partnership would provide an opportunity to integrate education and other services for participating students by providing opportunities to participate in service learning projects that are interdisciplinary in nature.

5. The applicant provides evidence on how the partnership and FLVS will build capacity over a period of four years.

- professional development course for teachers to help facilitate learning on the leadership content course
- companion course for parents this have the potential to provide a bridge for communication between parents and teachers

- Student Dashboard will provide ease of access for parents and will have visual representations of students' progress making it easy for parents who are not fluent in English to monitor student progress

6. The goals identified in this partnership include social-emotional, educational and family and community. The partnership identifies a need to close achievement gaps among ELL students in the percentage represented in AP courses. The partnership is not ambitious in its approach to enrolling students in the newly developed lab. The applicant does provide an ambitious and reasonable approach for tracking ELL students use of VLL and college and career readiness.

Overall this places the applicant in the high medium range.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
Absolute Priority 1 Reviewer Comments:		
<p>The applicant provides evidence of a personalized learning environment through an online format (FLVS) and a blended learning format (FLEX). The approach uses a customized learning format designed specifically for each student based on his learning styles, career choices and other indicators. A learning capsule is used and students can work at their own pace. FLVS address strategies that include College and Work Ready Standards and a plan that use a standards based curriculum and allows for progression based on mastery. With the use of the Student Dashboard, students, parents and teachers have access to real time data. This information along with coursework can be accessed 24/7. Technical support is also available 24/7.</p> <p>On going professional development aligned with teacher needs and the paradigm shift to online education is provided. The teacher evaluation system provides a way for teachers to improve on their practice and to grow with best practices shared in the area of online facilitation. The applicant provides a plan to reach ELL students by developing a specific course to hone in on leadership skills and build community capacity. The applicant provides evidence to increase enrollment in AP course and decreasing achievement gaps over the grant period.</p>		
Total	210	163